

**Visual and Performing Arts  
Elementary Art  
Unit 3: Painting**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Artists use a variety of concepts, media, skills, and processes to create paintings.</li> <li>Painting can be used for a variety of purposes.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the different kinds of, and purposes for, painting?</li> <li>What skills, techniques, and processes are necessary in order to create works of art using paint?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>In painting, the Elements and Principles of Art and Design are used to create a work of art.</li> <li>Artists use a variety of techniques to create and express through painting.</li> <li>Artists use color theory in order to create and express mood, depth, and other purposes.</li> <li>Artists develop an intermediate understanding of different painting techniques.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Terms: watercolor, tempera, acrylic, dry brush, wet on wet, wash, color wheel, color theory, primary colors, secondary colors, tertiary/intermediate colors, analogous colors, warm/cool colors, complementary colors, brush strokes, value, tint, shade, highlight, shadow, monochromatic, blending, paint palette, substrate</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Demonstrate proper use and care of painting materials and tools.</li> <li>Use color theory in painting.</li> <li>Demonstrate compositional skills and techniques.</li> <li>Use a variety of painting techniques and methods using tempera, watercolor, and acrylic.</li> </ul>
<b>Related Maine Learning Results</b>  <b>And</b>  <b>Common Core Standards</b>	<p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p>A2.Elements of Art and Principles of Design. Students compare features of composition both within an art work and among art works.</p> <p style="padding-left: 40px;">a. Compare Elements of Art: color, form, line, shape, space, texture, and value.</p> <p style="padding-left: 40px;">b. Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p> <p>A3.Media, Tools, Techniques, and Processes. Students explain the effects of media and their associated tools, techniques, and</p>

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	<p>processes using elements, principles, and expressive qualities in art forms and genres.</p> <p><b>B. Creation, Performance, and Expression</b></p> <p><b>B1.Media Skills.</b> Students choose suitable media, tools, techniques, and processes to create original art works.</p> <p><b>B2.Composition Skills.</b> Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.</p> <p><b>B3.Making Meaning.</b> Students create art works that communicate an individual point of view.</p> <ol style="list-style-type: none"> <li>a. Demonstrate skills in the use of media, tools, techniques, and processes.</li> <li>b. Demonstrate knowledge of visual art concepts.</li> <li>c. Communicate a variety of ideas, feelings, and meanings.</li> </ol> <p><b>E. Visual and Performing Arts Connections</b></p> <p><b>E1.The Arts and Other Disciplines.</b> Students compare products of the visual/performing arts to understand history and/or world cultures.</p> <p><b>CCS: Disciplinary Literacy</b></p>
<b>Sample Lessons and Activities</b>	<ul style="list-style-type: none"> <li>• Value scale in paint</li> <li>• Observational painting</li> <li>• Imaginative painting</li> <li>• Color theory activities (cookie color wheel)</li> <li>• Painting to express personality</li> <li>• Partner painting</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Portfolio</li> <li>• Worksheet</li> </ul>

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	<ul style="list-style-type: none"><li>• Critique</li><li>• Peer edit</li><li>• Reflection/self-evaluation/artist statement</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>• Art Department resource library</li><li>• Art reproductions print file</li><li>• Internet sources</li><li>• Student/teacher exemplars</li></ul>

**Approved: 3/19/2014**